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ABSTRACT

Recent literature regarding communication systems on college campuses documents a growing inability on the part of college communities to effectively process information. Many colleges and universities have begun to establish information and referral services in response to this problem. While the information and referral service/center concept appears to be a viable approach for dealing with the information overload problem, many existing services are little more than basic instruments. Very few services can be termed genuine information and referral systems. In addition, due to the magnitude of the problem, many campuses find it difficult to know how or where to begin. This paper illustrates how a Resident Life Department with several campus agencies has begun to "organically" develop an Information and Referral service which meets the criteria of a complete system. An "organic" approach provides a rationale for 'going into business' at the same time developmental planning continues. This paper has four major focuses: (1) a definition of the problem citing recent research and sampling previous models, (2) a description of the University of Maryland's "organic" approach, (3) a detailed description of the system itself, and (4) a detailed summary of "How to" develop the instruments. (Author)

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THE CAMBRIDGE/ELLICOTT OFFICE OF RESIDENT LIFE INFORMATION AND REFERRAL SERVICE

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Consultant for Resource Development, Office of Resident Life

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I. OVERVIEW

Recent literature regarding communication systems on college campuses reflects a growing inability on the part of college communities effectively to process information (Saffian 1973; Dalton and Pillans 1974; Mullinix 1976). There are many resources available to students and staff, but most of them have become so complicated or inaccessible that students steer away from them. The paradox is that, institutions that specialize in the discovery and transmission of knowledge, are faced with the dilemma of how to convey accurate and relevant information in a simple and efficient way (Dalton and Pillans 1974). Contemporary college communities, their departments, staff and students are being bombarded daily with information overload.

In an effort to cope with this problem a number of colleges and universities have begun to establish information and referral services, whose principal functions are centralized information-giving and referral (Mullinix 1976). Such services with annual operating budgets of from $200 to $95,000 are becoming quite common on college campuses. Several studies seem to indicate that more traditional modes of communication, student handbooks, newspapers, newsletters, flyers, brochures, etc. are not effective in putting students, staff and departments in touch with the multitude of services typically available (Dye and Akens 1969; McMillan and Cerra 1972). The emerging information and referral services can thus be viewed as creative alternatives for increasing student, staff and department awareness of available services, and for facilitating the linking of clients to such services.

A recent study (Mullinix 1976) reflects a variety of shortcomings with such services: (1) services rarely involve themselves in the actual screening of clients; (2) many services are apparently utilizing traditional mass-oriented techniques to publicize themselves; (3) most services have failed to evaluate their efforts systematically; (4) while services have functioned as communication links between an agency and student, they have not functioned as communication links between departments and department services themselves.

After reviewing a variety of these services, it is apparent that many of them are little more than basic resource instruments. Most do not even approach the status of resource "center." A complete information and referral service is more than a resource instrument or even a resource center, it is a system composed of: (1) an effective instrument; (2) an easily accessible center; (3) a referral; and (4) a follow-up with the referred student, department, and receiving agency, (5) a built-in evaluation sub-system.

Despite the apparent shortcomings, the emerging information and referral service and/or center concept appears to be a viable approach for dealing with the information overload of most college and university communications systems.

Unfortunately, due to the sheer magnitude of the problem, many campuses find it difficult to know just where or how to begin. While more than half of current services have been originated by offices of student affairs (Mullinix 1976), many campuses find that their student

affairs departments are not ready or able to deal with the problem. Thus, they question how and where to begin.

The Office of Resident Life at the University of Maryland, College Park, is in the process of developing an information and referral system which (1) provides an answer to this problem, and (2) responds to the apparent shortcomings of many existing services.

II. DEVELOPMENT OF THE SYSTEM

While there have been several attempts to develop resource centers at the University of Maryland, College Park, to date a centralized information and referral center has not been designed or implemented. As a result, past efforts have been characterized by vast duplication of work among various departments.

The Student Union, for example, has developed an information center which has information about campus events, activities, department locations, services, etc. The Student Activities Office, the Undergraduate Library, the Office of Resident Life, The Black Peer Counseling Team, the Career Development Center, the Woman's Information Center and many other departments on campus have compiled various resource booklets, handbooks, calendars, ongoing resource files, staff manuals, etc., to reach students. Again, these fragmented efforts have resulted in duplication of work.

The Office of Resident Life's approach to information and resource development has been typical of many campus departments. It has traditionally used staff manuals in the training of field staff. These

manuals have included sections on use of resources, listings of resources and other general information about the campus. Each RA has been supplied with such information with the expectation that he/she would master it and, as appropriate, channel it to unit residents.

In addition, 24-hour desks which provide security and information services have frequently received calls requesting information about campus, but little resource information has been readily accessible to them. Like RAs, they have been serving in an information-giving capacity without the benefit of a "resource instrument."

The Office of Resident Life in the past has steered away from a resource system or resource center concept, choosing to make do with the use of elaborate staff manuals unique to each of its respective field areas. This approach has resulted in duplications of efforts, waste of materials and waste of valuable staff time within each of its field areas.

Finally, there have been few systematic attempts to (1) collect data regarding the frequency of use or (2) analyze and document the actual effectiveness of the manuals. Most data collected has been based upon simple staff perceptions.

Staff in general have agreed that the manuals have been useless, i.e., too bulky, unorganized, and usually uninspiring. The staff has reported an inability to locate what they needed when confronted with a problem. The manuals have been seen as a waste of time and money, considering the cost of development and annual updating. Frustration with the manuals has resulted in many RAs evading the information-

giving aspect of their jobs.

The Office of Resident Life is now in the process of developing a comprehensive Information and Referral System. The system is being developed with these objectives in mind:

A. To provide Resident Assistants with a useable tool which would facilitate their roles as a resource link between students and the campus.

B. To provide Desk Receptionists with a tool which would facilitate their information-giving roles.

C. To reinforce and strengthen the concept of Resident Assistants as resource persons.

D. To provide a better service to resident hall students regarding available campus and community resources.

E. To increase student use of campus and community services by developing an easily updatable, compact tool.

F. To identify need areas for which existing services are duplicated or for which no service exists at all.

The Resource System is composed of:

A. Eight Information and Referral Centers each of which houses a sophisticated resource instrument, an operator and trained outreach para-professional staff, and one mobile instrument designed exclusively for circulation among various departments, services and organizations. (See Appendix 1 & 2)

B. A micro Flip Chart/Binder Instrument within individual campus departments/agencies.

C. A systematic updating system.

D. A three-pronged evaluation sytem involving an evaluation of:

1. Use of the resource instrument.

2. The effectiveness of the Center.

3. The effectiyeness of the entire resource system.

The Instrument is a first necessary step in the evolution of a sophisticated information Referral System. The Instrument itself is a three volume Resource Binder and Addendum Binder and Flip Chart, and is housed at each 24-hour service desk. (See Appendix 3) The Flip Chart/ Binder Instrument has four basic qualities making it effective and usable.

A. It is complete (includes all necessary information).

B. It is up-to-date (the entries are updated easily and regularly).

C. It is well organized (its categories and index help the user quickly to find what he is seeking).

D. It has two built-in evaluation systems (test whether it is being used, and how much).

The Binders are composed of standard questionnaires which provide (See Appendix 4) information about organizations, services, departments on campus and in the community. Additional pamphlets, local area information, and handbooks are also included in the Binders.

The Flip Chart contains nineteen categories. Under these broad categories are listed agencies, departments and services students might be interested in. The objective of the instrument is to categorize programs for easy accessibility. The instrument is designed to be flexible for additions and corrections when needed. The Flip Chart is cross-referenced by categories to facilitate its use.

The Flip Chart/Binder tool was originally conceived as a response to Resident Assistants' complaints about manuals not meeting their needs. It seemed only appropriate to incorporate them in the research and development of the instrument. Resident Assistants were the individuals most able (1) to articulate exactly what types of information an instrument should provide, and (2) to articulate the qualities that a truly "usable" instrument should possess. A workshop was designed to utilize them in the development of a Resource Instrument. The staff was involved in the definition of the problem, and in the collection and compilation of information. In other words, by using this technique, the staff was involved in both the definition and solution of the problem.

There were four basic steps in the development of the Resource Tool:

1. Definition of the categories and identification of various agencies, organizations and institutions which were to be contacted.
2. Field contact and collection of pertinent information.
3. Classification of the information into categories and referencing and cross-referencing the agencies and services for fast retrieval.
4. Development of a plan for wide marketing of the instrument.

Since the Resource Centers are staffed mainly by para-professionals and part-time employees, it is important to have a well-developed tool which allows people to handle inquiries as effectively as if they were experienced, professional, full-time employees.

III. BUDGET

Budget considerations were determined in the development stage of this project. A detailed description of the budget follows.

Cost of carrying on the project was borne by the Cambridge/Ellicott Community, Office of Resident Life. The actual projected cost is based on setting up, maintaining, updating and evaluating the file for June, 1976 - December, 1976.

The following budget summary shows the initial investment in materials, labor and contractual services.

The developmental cost will be cut to below $100 the second year of operation because most materials will not need to be replaced. As the instrument concept gradually evolves into an I & R system, the operating expenses would increase considering newly-installed outside phone extensions, full-time staffing, office supplies, etc. A significant portion of that cost would be borne by the contracting agency(s).

BUDGET SUMMARY

Cambridge-Ellicott Resource Instrument Development
June 1976 - December 1976

	AMOUNT	TOTAL	GRAND TOTAL
LABOR:			
[redacted] [redacted] Staff	2809 47		
Summer 1976 "Catch 22" Staff	2160 00		
Clerical Assistant	483 00		
Work Study	322 00		
		5774 47	
MATERIALS:			
Notebook Dividers	8 89		
Binders	4 752		
Paper	4 592		
File Boxes	1 800		
Pens	1 32		
Pencils	96		
Magic Markers	1 90		
Stencils	37 64		
Flip Charts	302 50		
Glassine Envelopes	37 50		
3" x 5" Index Cards	16 98		
5" x 8" Index Cards	55 70		
File Folders	11 70		
Typing Correction Strips	1 45		
White-Out Correction Fluid	1 20		
Poster Board	20 00		
Xerox Cost	287 00		
Aims Work	34 62		
		930 80	
CONTRACTUAL SERVICES:			
Long-Distance Calls	50 00		
		5000	
			6 75527

TOTAL UNIT COST ON MATERIALS FOR DEVELOPMENT
OF ONE RESOURCE INSTRUMENT

ITEMS	AMOUNT	TOTAL	GRAND TOTAL
MATERIALS:			
3 Resource Binders and Addendum Notebook Dividers	5 28		
	90		
Paper	5 10		
1 File Box	3 00		
Pens, Pencils, Magic Markers	44		
Stencils	37 64		
1 Flip Chart	2 50		
Glassine Envelopes	4 17		
3" x 5" Index Cards	1 89		
5" x 8" Index Cards	6 19		
File Folders	11 70		
Typing Strips, White-Out	89		
Poster Board	2 23		
Xerox Cost ($287/9)	31 88		
1 Resource File Rack	5 77		
		11958	
			11958

IV. TRAINING

A. Resident Assistant Workshop (Development of the Instrument)

The workshop was planned to: (1) collect and assimilate information about campus and community resources and services which are necessary for student development in residence halls; and (2) develop a Resident Life Resource Center. Five leaders were chosen to design and lead this workshop (two RAs, one RD, and a Graduate Assistant). Behavioral objectives were defined. The workshop involved four phases:

A. Introduction - explanation of the Flip Chart/Binders model.

B. Discussion of Resident Assistants' roles in the information gathering phase of the workshop.

C. Field experience.

D. Final presentation (Resident Assistants hand in all the questionnaires and the summary list of all agencies that were contacted). (See Appendix 5, 6, 7, 8)

Upon completion of the workshop, the agencies, departments, services, etc., were referenced and cross-referenced by categories to facilitate use. The Flip Chart/Binders were collated, xeroxed, proofed, and referenced by a student support staff during the summer.

B. Resident Assistant Fall Workshop (Training on the use of the Resident Assistant Instrument)

A fall training session, "How to use the Flip Chart" was utilized to: teach Resident Assistants how to use the Flip Chart/Binder instrument efficiently and effectively. Flip Charts were distributed to the Resident Assistants the day before the workshop. The workshop format contained three parts: (1) A presentation on how to use the instrument,

(2) Discussion on how to make students aware of the file, and (3) discussion on updating. (See Appendix 9)

C. Desk Receptionist Fall Workshop (Training on the use of the Desk Receptionist Instrument)

A fall training session was utilized to explain the use of the instrument. (See Appendix 10) As a follow-up, most information is channelled to the part-time Desk Receptionists by way of their Desk Supervisors, or their full-time Desk Receptionist. This is done through the use of memos, notes in the "log," and at weekly Desk Receptionist meetings. A student Resource Assistant attends Desk Receptionist meetings periodically in order to answer questions and give out information. The Desk Receptionist has been given a tool to facilitate his/her job as an information-giver.

D. Spring Resident Assistant Resource Workshop (Updating the Instrument)

A spring Resident Assistant in-service workshop has been scheduled for early March. The goals of this workshop are: (1) to familiarize RAs with the available resources on campus, (2) to give them direct exposure and contact with Department Heads, and (3) to gather updated information about resources on campus. The format of this workshop will be actual "field experience." (See Appendix 11)

E. Desk Receptionists In-Service Workshop (Use of the Instrument; How to Refer)

There will be a Desk Receptionist workshop for the Cambridge and Ellicott Area in early March. The purpose of the workshop will be: (1) to discuss the use of the file, (2) gather suggestions about the effectiveness or ineffectivenessof the tool, (3) to educate Desk Re-

ceptionists about future anticipated plans and (4) to teach what an actual referral is, how to refer a person, and discuss basic helping skills. The workshop will be led by a Resident Director, the Consultant for Resource Development, or a team composed of Resident Assistants, Resident Directors and the Resource Assistant.

F. Desk Receptionist and Resident Assistant In-Service Training Program

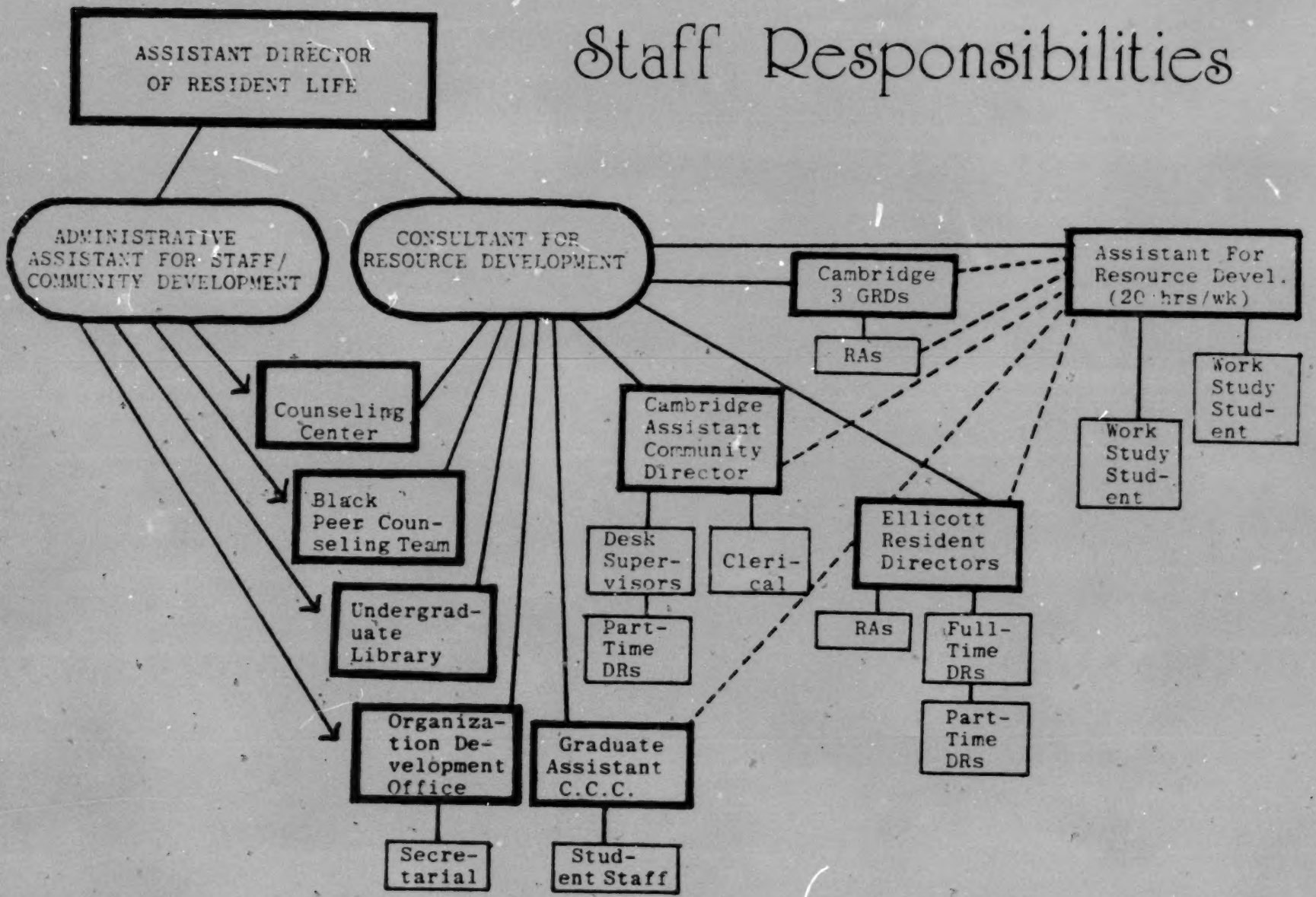
In-service training programs will be the responsibility of the Resident Directors, Desk Supervisors and full-time Desk Receptionists. A quiz was designed by the Hagerstown full-time Desk Receptionist to accomplish these goals: (1) to train Desk Receptionists in the use of the file, (2) to train Desk Receptionists to provide adequate assistance to students, (3) to train Desk Receptionists to tabulate the frequency of use of the file, and (4) to educate Desk Receptionists about the updating procedures. If the quiz format proves effective, it will be used at all service desks as a training device. It was felt that the supervisors were most capable of designing the test because of their experience with desk operations. It is also hoped that Resident Directors will develop their own in-service training programs with the support of the Consultant for Resource Development. (See Appendix 12, 13)

V. Staff Responsibilities

In order to properly design and implement the Cambridge/Ellicott Flip Chart/Binder Instrument certain staff responsibilities must be assumed. In order to maintain this project as an ongoing system, two work-study

students and one Resource Development Assistant are necessary. Several other people need to be utilized. This section outlines flexible job descriptions that seem appropriate at this time. These descriptions can and will change as the system develops further and expands.

Staff Responsibilities



A. CONSULTANT FOR RESOURCE DEVELOPMENT

1. To complete design of the Flip Chart/Resource Binder instrument and distribute them to all Cambridge/Ellicott desks, Resident Assistants, the Organization Development Office, the Cambridge Community Center, and professional staff.

2. To develop and implement a systematic approach to publicizing resource system availability.

3. To develop a method of updating the instrument in all locations, including written process guidelines.

4. To coordinate and organize records on the Flip Chart/Binder for ongoing operation and maintenance.

5. To meet regularly with the Assistant Director of Resident Life, Cambridge/Ellicott for purposes of information sharing, supervision, and direction.

6. To develop a method of comprehensive evaluation of the Flip Chart/Binders.

7. Design and complete a paper which outlines the process of developing, implementing and evaluating the Flip Chart/Binder instrument. This paper should provide the guidelines by which such a system could be expanded for department-wide use within Resident Life.

8. To engage an assistant for Resource Development and two work-study students; provide direct supervision for the Assistant for Resource Development and the work-study students.

9. To work with the Administrative Assistant for Student Development in implementing the system and designing a proposed campus "I & R" service.

10. To plan and conduct training programs for RAs, DRs, and RDs to facilitate the use of the Resource System.

11. To recruit possible "Advisory Board" members.

B. ASSISTANT DIRECTOR OF RESIDENT LIFE, CAMBRIDGE/ELLICOTT

1. Provide logistical support to the project, including space, equipment, and supplies.

2. Provide administrative support and guidance to the consultant.

3. Review the project expenditures in relation to the budget.

4. Provide general operating guidelines and meet monthly with the consultant to discuss the progress of the project.

5. Keep the director's staff informed of project developments or changes in circumstances having significance for the project.

C. ADMINISTRATIVE ASSISTANT FOR STAFF/COMMUNITY DEVELOPMENT

1. Provide direct support to the project.

2. Work with the consultant to design a campus "I & R" service.

3. Help plan and conduct training programs to facilitate use of the resource instrument.

4. Maintain direct contact with the consultant for professional and technical guidance as indicated.

5. Assist the consultant in recruitment of the "I & R Advisory Board."

6. Serve as a resource link between the Office of Resident Life and other campus departments and organizations.

D. ASSISTANT FOR RESOURCE DEVELOPMENT (20 hour/week student job)

1. Type papers and memos pertaining to the Resource System, when indicated.

2. Meet regularly with the consultant for support and guidance.

3. Meet with the desk supervisors and full-time desk receptionist periodically, in order to insure smooth operation of the project.

4. Attend DR and RA meetings regularly in order to discuss new ideas or plans and to relay information about the project.

5. Meet with student groups, in order to gain their ideas and suggestions.

6. Work with the full-time DRs and desk supervisors to make certain posters are designed and displayed in the lobbies to publicize the Resource System.

7. Supervise two work-study students.

8. Report to the Administrative Assistant for student development for guidance and support.

9. Mimeograph, xerox, and collate new material relative to the Resource System and distribute it to the Resource Centers.

10. Design and distribute memos to RAs, DRs, RDs, etc. about the file.

11. Frequently visit the desks, the Cambridge Community Center and the Organization Development Office to observe their operations; hand out new material; and check to see if things are running efficiently and effectively.

12. Call local theatres, campus departments, organizations, services, etc., to make certain the ORL Resource Center is on their mailing list and that appropriate monthly publications, pamphlets and flyers are being sent out.

13. Call organizations, services, etc., that students have suggested be included in the Resource File. Gather data; fill out the questionnaries; type, xerox and distribute the questionnaires plus accompanying material to the Resource Centers.

14. Be responsible for collecting information, designing and distributing the bi-monthly "Sorry We Erred" sheet. (See Appendix 17)

15. Be responsible for distribution, collection and tabulation of data on use of the Resource System from RAs, RDs, and the Resource Centers.

16. Graph results of frequency of use of file on appropriate charts for monthly comparisons and review.

E. WORK-STUDY STUDENTS

1. Attend all meetings relevant to the Flip Chart/Resource Binder.

2. Work with the Assistant for Resource Development for support and supervision.

3. Type papers and memos pertaining to the Resource System.

4. Mimeograph, xerox, and collate new material relative to the Resource System and distribute it to the Resource Centers.

5. Design and distribute memos to RAs, DRs, RDs, etc. about the file.

6. Call local theatres, campus departments, organizations, services, etc., to make sure the ORL Resource Center is on their mailing list and that appropriate monthly publications, pamphlets and flyers are being sent out.

8. Collect information, and distribute the bi-monthly "Sorry We Erred" sheet.

9. Help the Resource Assistant distribute, collect, tabulate and graph results of the frequency of use charts monthly.

F. ASSISTANT COMMUNITY DIRECTOR

1. Provide support and guidance for the Desk Supervisors, including organization of the records on the Flip Charts/Binders for ongoing operation and maintenance.

2. Help plan and conduct training programs for desk receptionists to facilitate the use of the resource instrument.

3. Maintain direct contact with the desk supervisors for professional and technical supervision.

4. Encourage desk supervisors and DRs to use the Flip Chart/Resource Binder and to keep an accurate record of frequency of use of the file.

5. Distribute all memos to desk supervisors relevant to the Flip Chart/Resource Binder.

6. Be responsible for making sure desk supervisors turn in the frequency-use chart at the end of the month for tabulation purposes.

7. Attend all meetings relevant to the Resource File.

8. Be responsible for working with the consultant and Administrative Assistant and meeting with them, monthly, if necessary to discuss ideas and suggestions for the system.

G. DESK SUPERVISORS' RESPONSIBILITIES

1. Be responsible for overall maintenance of the Resource File (binders are neat, volume numbers glued on, pages in correct order, scratch paper out next to the file, a pen or pencil tied to a string available).

2. Make certain Resource Questionnaires are on top of the desk for student and staff input.

3. Make certain the suggestion box is visible, and DRs are aware of its use.

4. Be responsible for taping the frequency-use sheet on the desk at the beginning of each month, and making sure DRs are using it.

5. Be responsible for turning in the frequency-use chart at the end of the month to the Assistant for Resource Development for tabulation purposes.

6. Be responsible for making sure posters are displayed for advertising purposes.

7. Encouraging DRs, students, and staff to put suggestions, information, corrections or new ideas in the suggestion box.

8. Be responsible for checking the suggestion box and pulling the Resource Questionnaires that students/staff have filled out, and channelling them to the clerical staff in order to contact the agency and get more information on it and type up the form. Put them in the suggestion box when complete, and the Assistant for Resource Development will collect them, or give her a call at 4677/4678.

9. Make all corrections on the Flip Chart/Binder and Addendum Binders from the bi-monthly "Sorry We Erred" sheet.

10. Be responsible for working with the Resource Assistant and meeting with her monthly, if necessary, to discuss ideas and suggestions for the system.

11. Help plan and implement in-service desk-training programs to enhance the use of the file under the supervision of the Assistant Community Director and the Consultant for Resource Development.

H. CLERICAL STAFF-CAMBRIDGE AREA

1. Be responsible for handling all publicity aspects of the Resource File including designing posters, flyers, newsletters, etc.

2. Be responsible for working with the Assistant for Resource Development and keeping her informed of creative ways to advertise the Resource File.

3. Be responsible for typing the Resource Quesionnaires and collecting data for the Resource Questionnaires channelled to her by the desk supervisors.

I. FULL-TIME DESK RECEPTIONIST

1. Be responsible for overall maintenance of the Resource File (binders are neat, volume numbers glued on, pages in correct order, scratch paper next to the file, a pen or pencil tied to a string available).

2. Make sure Resource Questionnaires are on top of the desk for student and staff input.

3. Make sure the suggestion box is visible, and DRs are aware of its presence, and its use.

4. Be responsible for taping the frequency-use sheet on the desk at the beginning of each month, and making sure DRs are using it.

5. Be responsible for turning in frequency-use chart at the end of the month to the Assistant for Resource Development for tabulation purposes.

6. Be responsible for making sure posters are displayed for publicity purposes.

7. Encouraging DRs, students, and staff to put suggestions, information, corrections, or new ideas in the suggestion box.

8. Make all corrections on the Flip Chart/Binders and Addendum Binders from the bi-monthly "Sorry We Erred" sheet.

9. Be responsible for working with the Resource Assistant and meeting with her monthly, if necessary, to discuss ideas and suggestions for the system.

10. Help plan and implement in-service desk-training programs to enhance the use of the file under the supervision of the Assistant Community Director and the Consultant for Resource Development.

J. PART-TIME DESK RECEPTIONIST

1. Be responsible for general maintenance of the Resource File when on duty:

   a) binders are kept neatly,
   b) volume numbers are glued on the side of the binders,
   c) pages are in correct order,
   d) scratch paper and a pen are on the desk, accessible to students.

2. If the file is not being properly kept up, it is the responsibility of the part-time desk receptionist to report these problems to the full-time DR in the Ellicott area or the desk supervisors in the Cambridge area.

3. Make sure Resource Questionnaires are on top of the desk for students' use during their shift.

4. Make sure students are aware of how to use the suggestion box.

5. Be responsible for putting a slash within the respective category and in the proper slot under the category (flip chart or binder) each time the file is being used to insure proper evaluation of the system.

6. Encourage students and staff to put suggestions, indication of some information that is incorrect, and new ideas in the suggestion box.

7. Attend all staff meetings concerning the Resource File.

8. Attend all training session in regard to the Resource File.

9. Answer students' questions using the Resource File as an instrument for information-giving.

10. Refer students to the proper agency, service, or organization when appropriate.

11. Teach students in the use of the Flip Charts/Binders.

K. RESIDENT DIRECTORS (ELLICOTT COMMUNITY)

1. Distribute memos to the RAs concerning the Resource File and discuss matters relevant to the file with his/her staff.

2. Bi-monthly, distribute the updating, "Sorry We Erred" sheet, and encourage RAs to make changes on their file.

3. Responsible for the distribution and collection of the frequency-use cards from the RAs each month for tabulation purposes.

4. Encourage creative publicity ideas in order to make the file more visable and available to students.

5. Attend all meetings relevant to the Resource System.

6. Use the Flip Chart/Binders file in daily business routines.

7. Encourage staff/students to fill out questionnaires located at the desks to insure on-going updating.

8. Make all corrections on his/her Flip Chart bi-monthly.

9. Design and implement creative in-service training programs on"Use of the Flip Chart," "How to Refer," etc., for RAs with support and guidance from the Consultant and Administrative Assistant for staff/ community development.

L. GRADUATE RESIDENT DIRECTORS (CAMBRIDGE COMMUNITY)

1. Distribute memos to the RAs concerning the Resource File and discuss matters relevant to the file with his/her staff.

2. Bi-monthly, distribute the updating, "Sorry We Erred" sheet, and encourage RAs to make changes on their file.

3. Responsible for the distribution and collection of the frequency-use cards from the RAs each month for tabulation purposes.

4. Encourage creative publicity ideas in order to make the file more visable and available to students.

5. Attend all meetings relevant to the Resource System.

6. Use the Flip Chart/Binders file in daily business routines.

7. Encourage staff/students to fill out questionnaires located at the desks to insure ongoing updating.

8. Make all corrections on his/her flip chart bi-monthly.

9. Design and implement creative in-service training programs on "Use of the Flip Chart," "How to Refer," etc., for RAs with support and guidance from the Consultant and Administrative Assistant for staff/community development.

M. RESIDENT ASSISTANTS

1. To serve as an agent for students who need information about campus and local services and to link students to these services.

2. To teach students effective use of the Resource File.

3. To keep an accurate record of their Flip Chart/Binder usage for assessment and revision purposes.

4. To participate (during training) in accumulation of resource information and to help seek out resources in the area.

5. To become familiar with local and campus resources and make appropriate contacts with services in order to serve student needs better.

6. To inform students about the Resource System and encourage their use of the instrument.

7. To be responsible for taping their new frequency-use chart on the back of their Flip Chart at the beginning of each month and to turn in their used frequency-use chart to their RD at the end of each month to insure proper evaluation of the instrument.

8. To make all corrections (updates) on their Flip Chart from the "Sorry We Erred" sheet.

9. To return their Flip Charts at the end of the year to insure proper updating.

10. To particiapte in all "Resource System" training workshops held throughout the year.

11. To encourage students to update the system by filling out Resource Questionnaires when appropriate; and to set examples by filling out questionnaires themselves and following the proper procedures when doing this.

N. COMMUNITY CENTER GRADUATE ASSISTANT

1. Be responsible for overall maintenance of the Resource File (binders are neat, volume numbers are glued on, pages are in correct order, scratch paper is out next to file, a pen is available).

2. Make sure Resource Questionnaires are available near the file for student/staff input.

3. Be responsible for taping the frequency-use sheet on the desk at the beginning of each month, and make sure staff/students are documenting use of the instrument.

4. Be responsible for turning in the frequency-use chart at the end of the month to the Assistant for Resource Development for tabulation purposes.

5. Be responsible for making sure posters are displayed for publicity purposes.

6. Encourage students/staff to put suggestions, information that is incorrect, or new ideas in the suggestion box.

7. Make all corrections on the Flip Chart/Binders and Addendum Binders from the bi-monthly "Sorry We Erred" sheet.

8. Be responsible for working with the Resource Assistant and meeting with her monthly, if necessary, to discuss ideas and suggestions for the system.

9. Attend all staff meetings concerning the Resource File.

10. Distribute memos to staff concerning the file and discusss matters relevant to the file with the staff.

O. ASSISTANT DIRECTOR OF RESIDENT LIFE (ORGANIZATION DEVELOPMENT)

1. Provide support to the project.

2. Attend all meetings relevant to the Resource File.

3. Assist the Consultant in recruitment of the I & R "Advisory Board."

4. Monitor and coordinate secretarial responsibilities in regard to the "O.D. Loan-Out System."

P. ORGANIZATION DEVELOPMENT SECRETARIAL STAFF

1. Be responsible for changing the "loan-out" Flip Charts bi-monthly from the "Sorry We Erred" sheet.

2. Be responsible for updating the file by adding materials, corrections and additions to the three volume binders and Addendum binder.

3. Be responsible for signing out the "loan-out" form to people interested in reviewing the Flip Chart/Resource Binder, and making sure the instrument is returned to the O.D. office (See Appendices 1 & 2)

Q. COUNSELING CENTER, BLACK PEER COUNSELING TEAM, & UGL

The Counseling Center, the Black Peer Counseling Team, and the Undergraduate Library are interested in the I & R project, but goals of these departments in relation to I & R have not been finalized to this date. These departments are still in the developmental stage.

VI. PUBLICITY

Publicity is being handled utilizing five different approaches:

1. Use of posters and signs at desks and around the dormitory (See Appendix 14).

2. Diamondback articles, spots on campus radio, ads in the Diamondback and articles in local campus newspapers (See Appendix 15, 16).

3. Resident Assistants, Resident Directors, and desk receptionists serving as public relations persons relaying information to students about the file.

4. The Resource Assistant attending monthly Resident Assistant and Desk Receptionists meetings in order to inspire and educate about new phases of the file.

5. "Public Relations Gimmicks" initiated at individual desks.

   A. All Male Dormitory Approach: The desk receptionists are coordinating a "question and answer for the day" contest. This will be publicized by use of posters "Answer the Question and Win a Kiss!" displayed in the lobbies and by announcements over the intercom. If the person can answer the question by using the instrument in an allotted amount of time he will win a candy "kiss." This approach to publicity was initiated by the desk receptionist and is being followed up by the Assistant for Resource Development.

   B. All Female Dormitory Approach: The Resident Director has designed, and is in the process of implementing, a "Category of the Month" publicity approach. A specific category will be extensively advertised by use of posters displayed in the lobbies. Each month a new category will be featured. The full-time DR will be responsible for coordinating, designing, and displaying the posters.

   C. Co-ed Dormitory: The full-time desk receptionist has designed, and is in the process of implementing, an "in-service" training program utilizing a quiz on "How To Use the Resource File" (See Appendix 13). It was felt that if more people were aware of exactly how to use the instrument and what was available its use would increase.

VII. UPDATING INSTRUMENT

Built into the Resident Life Resource System, is a two-faceted updating process.

A. On-going Updating is utilized in order to refine in constant manner the present instrument. This is accomplished by use of three techniques.

1. "Sorry We Erred" sheet: A memo is designed bi-monthly by the Student Assistant for resources. It is circulated to all RAs and RDs, desks and all personnel possessing flip charts. All personnel update their own files utilizing this information. Full-time DRs and Desk Supervisors are responsible for updating the Desk Flip Chart and Binders (See Appendix 17).

2. Extra Resource Questionnaires are located at all service desks, the O.D. office and the Cambridge Community Center. There is also a suggestion box at each desk to solicit student input. As students/staff identify mistakes in the file or additions they would like to see included, they are asked to fill out a Resource Questionnaire and return it to the desk. The Student Assistant collects these bi-monthly and incorporates them into the file.

3. Addendum Binders are also located at all the Resource Centers. These binders house all the newly acquired information (questionnaires and pamphlets) for the Resource Center. These binders are arranged alphabetically and serve as a back-up for the three volume Resource Instrument.

B. Annual Spring Updating is approached by use of a Spring R.A. training workshop. Each RA attends a session in March where he receives completed questionnaires taken directly from the Resource Binders. Each is responsible for contacting the designated agency, service or organization; updating the questionnaire; typing the information on the form; and returning it to the RD. The RDs return the completed form to the Resource Assistant who is responsible for xeroxing and collating the materials for use during the next year.

VIII. EVALUATION

In order properly to evaluate the utility of the Flip Chart/Desk Binders Resource System, hard data is generated regarding the acutal frequency of use. This is accomplished through the use of the Resident Assistant Frequency-Use Chart (See Appendix 18) and Desk Receptionist Frequency-Use Chart (See Appendix 19). Personnel are asked to put a slash within the respective category in the proper slot under the category (Flip Chart or Binder) at the time of each use.

The frequency-use cards are distributed and collected by the Resident Directors and turned in to the Resource Assistant during the first week of the month (See Appendix 20)

Upon receipt of all frequency-use cards, the Resource Assistant tabulates the results and documents them on the Flip Chart/Binder monthly usage summary (See Appendix 21).

After the results are documented, they are charted on a usage graph. This facilitates a comparison of use for evaluation purposes (See Appendix 22). A survey is also being developed with particular attention to attitudes.

IX. POSSIBLE FUTURE DIRECTIONS

As noted earlier in this paper, a complete information and referral service involves more than just a resource instrument or even a resource center. It should be a system composed of: (1) effective instruments, (2) easily accessible centers, (3) actual referrals, (4) follow-ups with referred students, departments and receiving agencies, and (5) built-in evaluation sub-systems dealing with at least (a) use of the resource instruments, (b) effectiveness of the resource centers, and (c) effectiveness of the overall resource system.

Obviously, the I & R service detailed in this paper does not yet meet the criteria of a complete system. The criteria delineated above, however, can be perceived as possible objectives for the future development of the current service. Rather than arbitrarily structuring the emerging I & R service, the Office of Resident Life has chosen to permit the service to develop "organically." "The organic conceptualization refers simply to change or process as it occurs in nature or life; it does not require complex definition since it serves merely as a reminder of the underlying analogy to nature's processes. It is not a structured model or theory containing a predetermined architecture. It is loosely conceived in the sense that a variety of submodels may be created from the possibility for open alternatives." (Chenault, 1972) More specifically, "The use of an 'organic model' does not assume predetermined answers to issues, but begins with the realities existing in present programs, needs and systems. It allows the possibility for specific problem solutions to be determined in the model's process. An organic approach provides a rationale for 'going into business' at the

same time developmental planning continues. It enables one to engage in rather modest projects which will be open to expansion into more elaborate models." (Chenault, 1975)

In essence the current I & R service should be perceived as a modest project which is open to expansion into more elaborate models as the dynamics of the broader Univeristy community may dictate. It should be perceived as being flexible, allowing for and encouraging continued growth within the Office of Resident Life, within other campus departments, organizations, and agencies across the entire campus. The organic model is process. It represents a continuing openness to natural change, self-correcting functions and regenerative powers inherent in all aspects of the program. (Chenault, 1975) To date, for example, several campus agencies and services have expressed interest in integrating the Flip Chart/Binder concept into their own programs. Both the Counseling Center and The Black Peer Counseling service have begun to explore the possibility of utilizing the Flip Chart/Binder approach in organizing and communicating information concerning their services.

The development of additional Flip Chart/Binder instruments appears to be logical within individual campus departments, agencies and organizations which are already cited in the ORL instrument. The emergence of such additional instruments and/or centers, specifically designed to meet the unique needs of the respective departments etc., may provide a basis for moving the current I & R service closer to the status of a complete system; the individual Flip Chart/Binder instruments and/or centers serving in essence as micro-instruments/centers in the current service. Such additional micro-instruments/centers may also facilitate

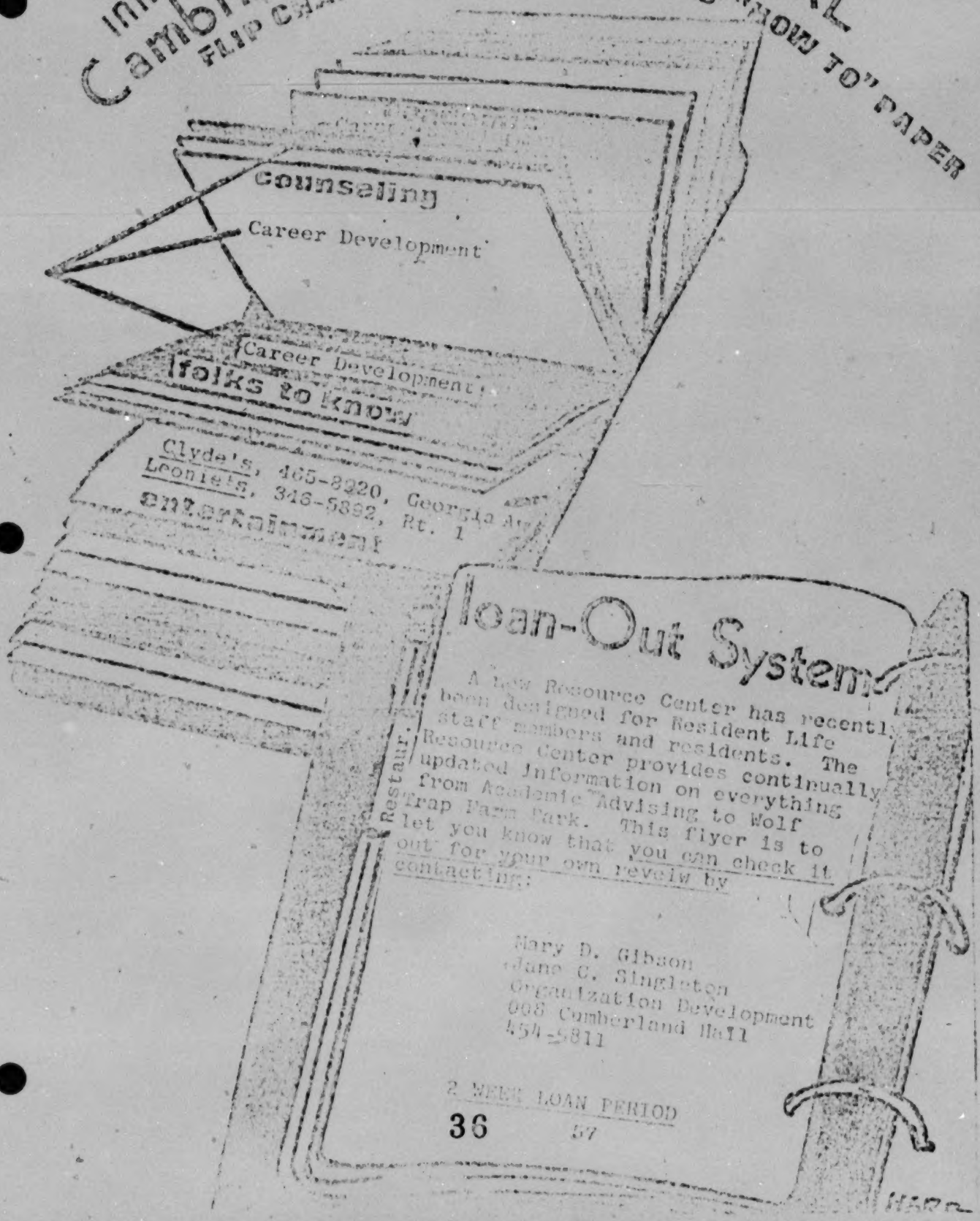
the emergence of more professioanl referrals, follow-ups with referred students, departments, receiving agencies across the campus and evaluation beyond that of simply the use of I & R instruments.

Finally, the Undergraduate Library, in the person of Dr. Robert Merankangus, has expressed interest in the current I & R service. Dr. Merankangus, the Resource Head, has expressed interest in utilizing some of his cataloguing staff to assist in refining the organization of the current Flip Chart/Binders instrument.

The establishment of formalized cooperation between such campus departments, agencies and organizations and the Office of Resident Life regarding the I & R service may ultimately facilitate the conversion of that service, to date an ORL project, into a campus-wide I & R system. Ultimately, the present service may prove the forerunner to a far more elaborate computerized type system utilized by the entire University of Maryland community.

Introducing Cambridge-Ellicott Area ORL

FLIP CHART/RESOURCE BINDERS/"HOW TO" PAPER


Counseling
Career Development
Career Development
folks to know
Clyde's, 465-8220, Georgia Ave.
Leonie's, 346-5892, Rt. 1
entertainment
Loan-Out System
A new Resource Center has recently been designed for Resident Life staff members and residents. The Resource Center provides continually updated information on everything from Academic Advising to Wolf Trap Farm Park. This flyer is to let you know that you can check it out for your own review by contacting:
Mary D. Gibson
Jane C. Singleton
Organization Development
008 Cumberland Hall
454-5811
2 WEEK LOAN PERIOD
36
57

C/E FLIP CHART RESOURCE BINDERS LOAN FORM

Name _____ Title _____ Dept. _____

Date checked out _____ Due Date _____ Date Returned _____

Address _____ Phone No. _____

Purpose for checking out the file _____

_____

Checked out: _____ 3 Volume Binders _____ Flip Chart _____ Paper

I understand because of the cost of the project, if I am unable to return materials checked out, my department account will be charged according to the following:

Flip Chart $12.00 Binders $80.00

My department account is _____.

I hereby agree to return these materials within two weeks. I also agree to complete and return the Follow-Up Form to insure proper evaluation of the system.

Signature _____

C/E RESOURCE CENTER FOLLOW-UP FORM

Name _____ Title _____ Dept. _____ Date _____

_____ Checked out Flip Chart _____ Checked out Binder _____ Checked out pa

Purpose of checking out file _____

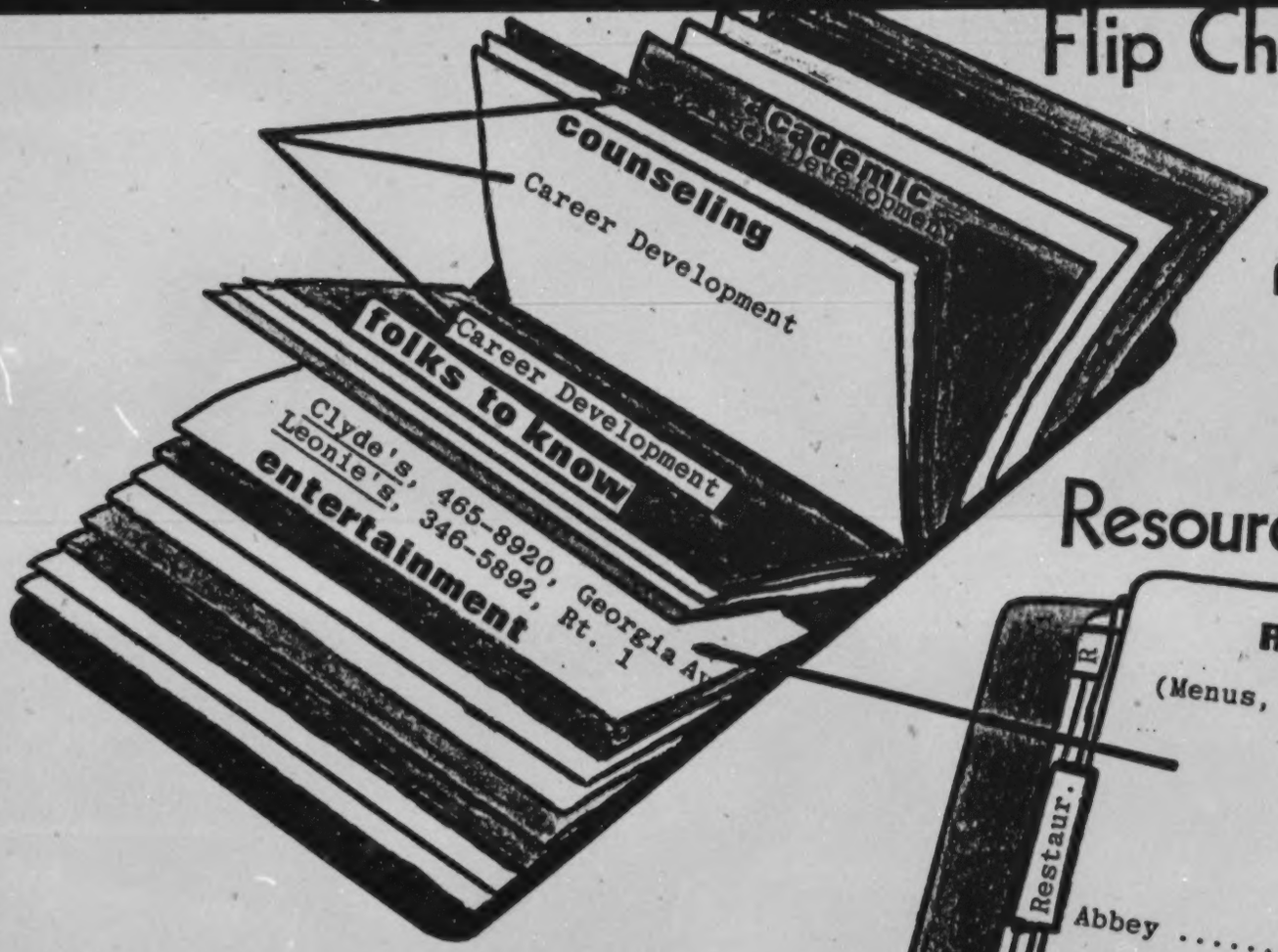
_____

Did it meet your needs? _____

Do you have suggestion/correction to offer? _____

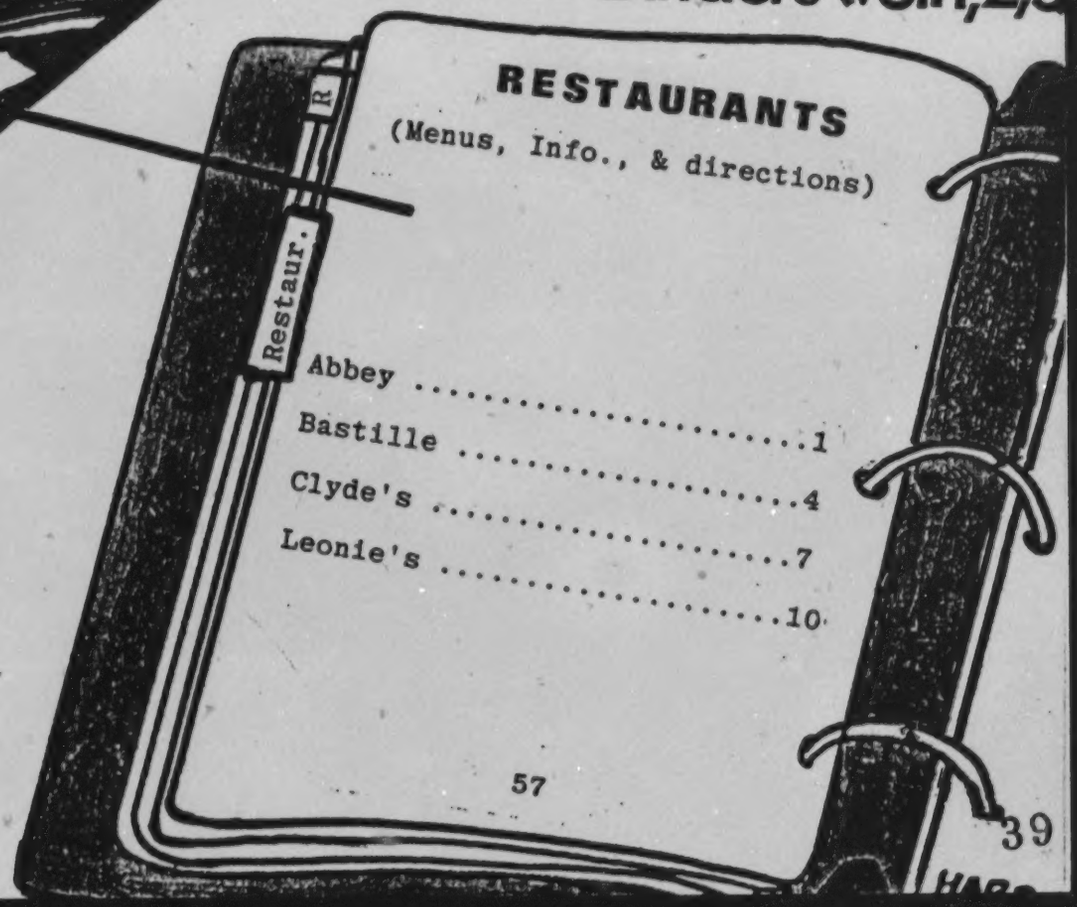
Do you see a need for the flip chart/binders in your department or organization? _____

Flip Chart



Cross References

Resource Binders (vol.1,2,3



NAME _____

CAMPUS RESOURCE QUESTIONNAIRE

1. NAME OF ORGANIZATION _____
2. DIVISION _____
3. LOCATION (FROM CAM/ELL) _____

_____

_____

4. OFFICE HOURS _____ DAYS OPEN _____
5. PHONE NUMBER _____
6. DIRECTOR _____ TITLE _____
7. PERSON TO CONTACT _____ PHONE _____
8. PERSON FOR EMERGENCY CONTACT _____
9. SERVICES PROVIDED BY ORGANIZATION _____

_____

_____

_____

_____

_____

_____

10. WHO IS ELIGIBLE FOR SERVICE _____
11. HOW TO APPLY _____
12. PREFERRED REFERRAL PROCEDURES (PHONE, WALK-IN, WRITTEN) _____
13. APPOINTMENT NECESSARY? _____
14. IF YES STATE WAITING PERIOD _____
15. CHARGES _____

"TRAINING SESSION PLANNER"

TITLE OF TRAINING SESSION: "HELP, I NEED SOMEBODY" - Spring Workshop RA Training, Part I

LEADERS: Barry, Sari, Kathy F., Tom H., Cherie T.

LENGTH OF TIME ENTIRE WORKSHOP WILL TAKE: Two Hours

BEHAVIORAL OBJECTIVES: The RA will be able to find more easily the resources he/she needs in order to be a more effective helper and information giver for his unit by means of the FLIP CHART (continued on next page).

SUMMARY OF PRESENTATION: Students will be made aware of campus and community resources and referrals so that they may become more effective RAs. They will gather information and make personal contacts through these agencies, which ultimately will be developed into a FLIP CHART for their personal use.

METHOD OF IMPLEMENTATION: An introductory dramatic presentation will be performed by the group leaders, after which each person will be assigned to a team and will be in charge of working on one of the categories to be used on the FLIP CHART.

SUGGESTED LOCATION: CENTREVILLE LOUNGE

MATERIALS NEEDED: FLIP CHARTS, list of agencies, ten legal pads, fifteen pencils, punch, potato chips.

BEHAVIORAL OBJECTIVES

II. The R.A. will list campus agencies that he/she feels are necessary resources to incorporate into a FLIP CHART.

III. The R.A. will develop personal contacts within community and campus agencies and organizations.

METHOD OF IMPLEMENTATION

TASK: All of the R.A. teams, using their respective categories, will come up with a comprehensive list of the resources and referrals, reflecting R.A. needs.

CONTROLS: To facilitate the R.A.s interviewing processes:

1) Resource and Referral Agencies will be contacted in advance.

2) R.A. teams will be given the attached resource questionnaire.

NOTE: All teams will have one week to research their lists and work up a ten minute presentation.

NAME _____

CAMPUS RESOURCE QUESTIONNAIRE

1. NAME OR ORGANIZATION _____
2. DIVISION _____
3. LOCATION (FROM CAM/ELL) _____
4. _____

_____

4. OFFICE HOURS _____ DAYS OPEN _____
5. PHONE NUMBER _____
6. DIRECTOR _____ TITLE _____
7. PERSON TO CONTACT _____ PHONE _____
8. PERSON FOR EMERGENCY CONTACT _____
9. SERVICES PROVIDED BY ORGANIZATION _____

_____

_____

_____

_____

_____

_____

10. WHO IS ELIGIBLE FOR SERVICE _____
11. HOW TO APPLY _____
12. PREFERRED REFERRAL PROCEDURES (PHONE, WALK-IN, WRITTEN)
13. APPOINTMENT NECESSARY? _____
14. IF YES, STATE WAITING PERIOD _____
15. CHARGES _____
16. OTHER INFORMATION _____

_____

TITLE OF WORKSHOP	"HELP, I NEED SOMEBODY" Spring RA Training Workshop Part II
LEADERS	Barry, Sari, Kathy F., Tom H., Cherie T.
LENGTH OF TIME	Two Hours
BEHAVIORAL OBJECTIVES	Same as Spring Workshop for RAs. Part I
SUMMARY OF PRESENTATION	RAS will return to the workshop with their newly acquired information and present it to their group.
METHOD OF IMPLEMENTATION	As well as handing in Resource and Referral sheets, each team will be responsible for an original and entertaining presentation about newly gained information (10 minutes each). A prize will be awarded for the best presentation.
SUGGESTED LOCATION	CENTREVILLE LOUNGE
MATERIALS NEEDED	Individual materials for skits; check with materials coordinator.

Please designate times you are available to meet with Steve and Cherie.

TO: Workshop Category Leaders FROM: Cherie Thoman

SUBJECT: Workshop: Spring RA Resource File DATE: April 18, 1976

Here's a brief summary of the RA Resource File Steering Committee's objectives for the Sunday, April 25 and May 1 workshops:

I. The workshop has many components:

Counseling	Facilities	What to Do - Fire
Entertainment	"Folks to Know"	What to Do - Medic.
Money	Academic	What to Do - Bomb
Academics	Emergency	Forms
Medical Attention	Publications	Organizations
Loaning Equipment	Services	Numbers to Know
Libraries	Travel/Transportation	

II. Each component is headed by a couple (or more) staff coordinators--the task group.

In preparation for April 25 workshop, the coordinators should get together with the following in mind:

1. Goal of the Workshop: To compile a resource file by and for RAs--things they'll need to know in their role as referral agents.

2. Method of Workshop:

a) First Hour - devoted to background information on development and use of RA Resource File.

b) Second Hour - RAs divide up into nine task groups, go to agencies. The group will use this information and gather information about departments, services under their category for next year's resource file.

c) In the week following, RA task group canvas the campus for information sources; people, publications etc., and fill out the Resource Questionnaire on each agency contacted.

d) On the following Sunday, the task group reports to the whole about their findings in a ten-minute presentation--read a report, do a skit, multi-media presentation--whatever you want!

e) Prepare a written summary on the total list of agencies contacted and submit it to the steering committee.

f) All R.A.s hand in all their Resource Questionnaires with their names on them to their group leader.

3. How to Plan Ahead for Task Group:

a) Coordinators should meet once or twice before workshop night with the purpose of setting up a comprehensive outline of places they feel are important to contact for the Resource File.

b) Assemble this outline for workshop night--use it to assure that all aspects of topic area are covered.

c) Make phone calls to all offices, administrators, student officials to tell them that the task group will be coming to see them during the "Research Week"(April 26-30).

That's it! Our sincerest thanks to all the folks contributing to this Workshop. Look for a super Resource File in the Fall!

RA Resource File
Supplemental Information Sheet
For Spring RA Training Session

Time and Place of Workshop

Because of the approach of this workshop, two separate, shorter sessions will be held.

Session 1: Sunday, April 25 - 8 to 10 P.M.
Session 2: Sunday, May 2 - 7 to 9 P.M.

We've also arranged to hold both sessions in a location other than Centreville Rec. Room. For each session, please come to La Plata 7th floor lounge.

A Word About the Format

Here's a clue as to what we'll be doing on the two nights - we hope you'll appreciate the significant staff input into this workshop. Its success depends on its participants!

PHASE I (Sunday, April 25)

A skit presentation illustrating the need for the RA's Resource Center and the advent of a Flip Chart to aid in this role.

An Informational Question and Answer Session giving you information on: How? - What? - Where? - of each RA's contribution to the Task Force.

Task Groups of five to six RAs each split up, and brainstorm agencies, services and organizations to use in the Binders and the Flip Chart. Once all aspects of an area are covered, the group will assign individuals to cover specific offices, departments, etc., whatever source of information it is. By the end of this meeting, the group should have assembled a comprehensive outline of places to go, people to see, and phone numbers to call.

PHASE II (Monday-Friday, April 26-30)

RESEARCH ACTIVITY

During this period, task force members will start contacting information sources they've put on their outline. It would be considerate of you to call your contact person ahead of time to make an appointment for your question session.

The agency, office or organization you will be contacting has already been notified that you will be visiting or calling. Use the Campus Resource Questionnaire to record the data you obtain and be sure to fill in your name at the top to allow follow-up. Once all of the data is collected, it will be compiled into the RA Resource File over the summer. Each piece of information included in the Resource File will be attributed to the RA who compiled the information during these training sessions. Remember, this information is being compiled for next year - questions #6 to #8 should include information about next year's contact person, if different from this year's.

Later in the week, your task group should meet and put together the information with the coordinator's category. In this short session, the group should also decide on the best method of presentation for a ten-minute session that your task group will be leading on the group's topic area. This will be done the second Sunday of these training sessions.

PHASE III (Sunday, May 1)

Report Back Session Time: 7 to 9 P.M.
Place: La Plata 7.

Each task group makes a ten-minute presentation on their newly acquired information, hoping to convey to the rest of the staff the scope and depth of their information area. Incidentally, the presentation judged most creative, informative, and stimulating by the total group will be awarded a prize.

PHASE IV (Summer 1976)

Compilation of data collected into an RA Flip Chart and Resource Binders.

"TRAINING SESSION PLANNER"

TITLE OF TRAINING SESSION: "HELP, I NEED SOMEBODY" (Fall RA Training Session; Presentation of Resource System)

LENGTH OF TIME ENTIRE SESSION WILL TAKE: One Hour

BEHAVIORAL OBJECTIVES:

1. The RA will be able more easily to find the resources he needs in order to be a more effective helper and information giver for his unit by means of the FLIP CHART and Resource Binders.
2. The RA will be able to use the Resource System effectively and explain how it works to students on his/her unit.

SUMMARY OF THE PRESENTATION: The Flip Charts will be distributed to all RAs a day before the workshop so they will have an opportunity to view them. At the meeting they will bring their Flip Chart and we will go over the categories together and an explantion will be given about cross-referencing the Flip Chart with the Resource Binders. The importance of returning the Flip Chart at the end of the year will be stressed. There will be a discussion on 'how to use' the desk as a 24-hour resource service. Updating will also be

discussed (put suggestions in the suggestion box, students will be encouraged to fill out Resource Questionnaires; if they lose cards, where to get them; what to do about mistakes). There will also be a brief explanation of the DR's role in this service.

METHOD OF IMPLEMENTATION: The method will be mostly lecture (information-giving). At the beginning of the session in order to take attendence we will ask the RAs to put their names in a hat and we will have a drawing at the end of the session for two free dinners which were donated when the files were being collated.

METHODS OF EVALUATION: 3" x 5" cards will be distributed at the end of the session and the RAs will be asked to write on one side of each card the best thing about the workshop and on the other side the worst thing about the workshop.

LOCATION: Cambridge lawn under a big tree.

MATERIALS NEEDED: Several Flip Charts, Resource Binders, Free Dinner Certificates, a Hat or Box.

"TRAINING SESSION PLANNER"

TITLE OF TRAINING SESSION: "HELP, I NEED SOMEBODY: USING YOUR RESOURCES TO DEVELOP A RESOURCE FILE" (Desk Receptionist, Fall Session).

LENGTH OF TIME ENTIRE SESSION WILL TAKE: One Hour

BEHAVIORAL OBJECTIVES:

1. The DR will be able more easily to find the resources he/she needs in order to be a more effective helper and information-giver to students.

2. The DRs will be able to use the Resource System and updating system effectively. They will be able to explain to students how the system works.

SUMMARY OF PRESENTATION: At the meeting we will go over the categories and an explanation will be given about cross-referencing the Flip Chart with the Resource Binders. We will discuss the new use of the desk as a 24-hour Resource Center. The DRs will be urged to stress to students that the file is available for their use. The DRs' responsibilities will be discussed (general upkeep, evaluation, updating). Resource Questionnaires at desks for use by staff and students will be explained.

	The suggestion box will be discussed. Questions, comments, suggestions will be appreciated.
METHOD OF IMPLEMENTATION: (APPROACHES, TECHNIQUES, MEDIA, ETC.)	Mostly lecture - (information giving)
METHODS OF EVALUATION:	3 x 5 cards distributed at the end of the session. The D.R.s will be asked to write the best thing about the workshop on one side, and the worst thing about the workshop on the other side.
LOCATION:	LA PLATA LOBBY
MATERIALS NEEDED:	Extra Flip Charts Resource Binders Free Dinner Certificates A Box

"TRAINING SESSION PLANNER"

TITLE OF TRAINING SESSION:	"HELP I NEED SOMEBODY - or, How to Use Your Resources to Develop a Resource System" (Spring Updating R.A. Resource Workshop)
LENGTH OF TIME ENTIRE SESSION WILL TAKE:	Introduction of Material: 1/2 hour Field Experience: 2 months (or as long as it takes to compile the necessary information - due by the beginning of May).
BEHAVIORAL OBJECTIVES:	1. The RA will be familiarized with Campus and Community Resources and be a more effective information-giver. 2. The RA will develop contacts on campus and in the community that he/she will be able to utilize at the appropriate times. 3. The RA will use the Flip Chart and Resource Binders and take pride in it because he/she helped develop it.
SUMMARY OF PRESENTATION:	See Attached Sheet.
METHOD OF IMPLEMENTATION: (APPROACHES, TECHNIQUES, MEDIA, ETC.)	Lecture for initial presentation. For the Field Experience it will be totally an "independent experience" and 4 or 5 group leaders should be specified to be around at certain times for questions or problems the RAs might have. The major organizations and departments (continued attached)

METHODS OF EVALUATION: 3 x 5 cards distributed at the end of the session. The RAs will be asked to write the best thing about the training session on one side and the worst thing on the other side.

LOCATION: COMMUNITY CENTER

MATERIALS NEEDED: Xeroxed questionnaires; 1000 blank questionnaries; handout explaining the procedures and where to obtain typewriters to type your project; pens or pencils.

SUMMARY OF PRESENTATION:

All RAs will attend a 1/2 hour Explanation Workshop. Here the system for updating the file will be explained and the RA's role in this will be outlined. All the material in the three volume Resource System and Addendum Book will be xeroxed. Each RA will receive ten to fifteen Resource Questionnaires taken from the files. They will be responsible for:

1. Contactinn the agency, organization or service listed and verifying all the information on the sheet as to completeness and accuracy.
2. They will be responsible for asking that the service sends the office all written material, pamphlets or anything they feel will be appropriate for the file.
3. Type the information on a new resource questionnaire and make sure it is accurate, complete, and without errors.
4. Put their name on the top of the sheet.
5. Return all the sheets to the workshop leader by May 1.

METHOD OF IMPLEMENTATION (CONTINUED):

should be contacted if possible to be made aware of what we're doing and that they will be contacted by an RA. The RAs should be encouraged to make appointments when possible (make appointments with the departments) rather than make phone calls.

APPENDIX 12

1. I want to take my girlfriend out to dinner. She loves Mexican food but I don't know if there are any Mexican restaurants in the area.
   A. Where can I take her?
   B. What is the price range?
   C. Where is it located?

2. My friend punctured herself on a rusty nail, and I'm going to take her to the emergency room at Prince George Hospital. Can you tell me the directions quickly?

3. I'm confused about where I'm going academically.
   A. First, I need a copy of my transcript. Where do I go to get this?
   B. Where is it located?
   C. I also need to talk to someone about possible career opportunities there are in fields I'm interested in. Where would I go and where is it located?

4. I'm not big on drinking, and would enjoy some entertainment in the evenings besides bars and mixers. What is there on campus?

5. I know I'm pregnant, but I don't want to see anyone about it on Campus. Where can I go to get help?

6. Who is the Orientation Director? What is her/his phone no.?

7. I need a job. Where are some places I can go to apply?

8. What is the number for Macke refunds? _____
   What is the number for coke repairs? _____
   What is the number for an ambulance? _____

9. I am interested in joining an organization to learn more aboout the cultures of the American Indians. Who do I call?

10. What's the number for American Airlines? _____

IN-SERVICE FLIP CHART/RESOURCE BINDER QUIZ

Every DR is expected to complete this quiz and return it to his or her supervisor.

This quiz is designed to familiarize desk receptionists with the Flip Chart/Resource Binder. Because there is so much information contained in this resource system, it is imperative that DRs learn the Flip Chart categories and understand how to seek answers to questions by using the Flip Chart categories and alphabetical Resource Binders. YOU ARE A VITAL PART OF THIS RESOURCE SYSTEM.

Read the following instructions carefully:

In many cases the quiz question contains a key word which will lead you to the proper category in the Flip Chart.

Ex: I would like to have a phone installed in my room. How much would this service cost?

Check the Services card in the Flip Chart. You will find Phone Installation listed on the card. Then go to Vol. 2 of the Binder and find Phone Installation in the Table of Contents under "P" and turn to the correct page.

Some of the questions can be answered directly from the Flip Chart without reference to the Binders.

Ex: What is the emergency number for an ambulance?
Ans: X3333

A few questions can be answered most quickly by going directly to the alphabetical listings in the Binders.

Ex: I want to call all the hospitals in the area. Is there a list of these? Go directly to the Binder. Look under Hospitals.

In checking the Flip Chart you may find more than one possible answer to cross-reference in the Binders. When you have checked all possibilities, give the best answer.

Ex: I would like to find an inexpensive French restaurant.

Begin by noting all the restaurants whose names indicate they serve French food, then check the Binder for menu prices and choose the least expensive.

As you work, read through the listings on each card, since this will help you quickly to answer succeeding questions. Also note how classifications within each major Flip Chart category are listed. For instance, ENTERTAINMENT is divided as follows:

ON-CAMPUS		OFF-CAMPUS	
ATHLETICS	MOVIE THEATRES	ART GALLERIES	EATS:
FOOD	DRIVE-INS,	ATHLETICS	HAMBURGER JOINTS
FUN & GAMES	ETC....	BARS & LOUNGES	PIZZA JOINTS

Note too, what broad areas are covered by each category. For instance, MONEY includes jobs, banks, financial aid. . .

HERE 'TIS

I would like to have a phone installed in my room. How much would this service cost?

COST _____

Waht is the phone number for the Post Office on campus?

X _____

My organization would like to sponser an outdoor chamber music concert on campus this spring. We need a small stage, amplifiers, etc. What facilities could the University provide for us?

FLIP CHART CATEGORY _____
ALPHABETICAL LISTING _____
WHAT COULD THE UNIVERSITY PROVIDE? _____

Are there any social organizations for gay students on campus?

FLIP CHART CATEGORY _____
ALPHABETICAL LISTING _____
ARE THERE? _____

I very much enjoyed gymnastic in high school and would like to continue work out either by myself or in a group. May the equipment in Cole be used by interested students? Is ther a gymnastics group on campus?

FLIP CHART CATEGORY (IES) _____
ALPHABETICAL LISTING(S) _____
MAY COLE BE USED? _____

I am doing a paper on Le Courbousier, the Artist/Architect, for my art history class. I would like to get a full understanding of the functional innovations he made and their impact on the development of architecture. Where could I find technical books on architecture?

FLIP CHART CATEGORY _____
ALPHABETICAL LISTING _____
LOCATION _____

As a nutrition major, I must do well in Chemistry, but I'm sinking fast. Help! (Remember that you should have read through the listings on each card to help you with succeeding questions!)

FLIP CHART CATEGORY _____
ALPHABETICAL LISTING _____
WHAT KIND OF HELP IS AVAILABLE? _____

Can I get academic counseling from the Graduate School Office?

FLIP CHART CATEGORY _____
ALPHABETICAL LISTING _____
CAN I? _____

I have a white roommate who seems to hate my guts. I don't think either my RA or RD would be particularly helpful to me since they are both white. Besides, I don't want to move out, I want to learn how to deal with this kind of situation. Is there some kind of counseling for blacks only on campus?

FLIP CHART CATEGORY _____
ALPHABETICAL LISTING _____
IS THERE COUNSELING AVAILABLE FOR PROBLEMS PARTICULAR TO BLACKS?

My Aunt has been admitted to Fairfax Hospital. I want to visit her. How do I get there?

WHERE DID YOU FIND THIS INFORMATION? _____

My service organization would like to contact some other campus organizations to get some ideas for fund raising. Is there a publication which lists campus organizations and their goals?

FLIP CHART CATEGORY _____
ALPHABETICAL LISTING _____

The RA staff in my building would like to contact all the other RAs in the Cambridge-Ellicott Community for an informal gathering to make contact and discuss problems. Is there a list of these folks?

FLIP CHART CATEGORY _____

We are having a floor party - Cambridge B, 2nd floor. Who could lend us mops and brooms to clean up afterward?

FLIP CHART CATEGORY _____
WHO? _____

My boyfriend and I are rather seriously involved; however, last night he was drunk and knocked me around and bruised my ribs. I feel as if I'm going to fall apart. Where can I get emergency counseling?

FLIP CHART CATEGORY _____
ALPHABETICAL LISTING _____

What is the number for the Food Co-op?

FLIP CHART CATEGORY _____

How can I get a copy of my transcript?

FLIP CHART CATEGORY _____
ALPHABETICAL LISTING _____

I need money. Where do I go to get a job on campus?

FLIP CHART CATEGORY _____
ALPHABETICAL LISTING _____

What is the number for American Airlines?

_____

Who is the Dean of the Human Ecology Department?

WHO? _____

My roommate has been taking a lot of downers and drinking a lot. He makes cracks about committing suicide. What kind of counseling is available for him? What about emergency counseling if he tries suicide? What about emergency medical attention in this event? I want to be fully prepared.

FLIP CHART CATEGORIES _____
EMERGENCY COUNSELING POSSIBILITIES _____
REGULAR COUNSELING POSSIBILITIES _____
EMERGENCY PHONE NUMBERS _____

Who is the vicious person who put this test together?

CATEGORY _____
NAME _____

DIVORCE FILE

FOR WHAT IT'S WORTH...

ARE YOU AWARE OF ------- "THE INFORMATION AND REFERRAL SERVICE"

An information and referral system is being developed by staff members guided by Cherie Thoman. Included are flip charts organized under 19 headings such as Emergency, Entertainment, Services, and three What-to-do lists for bomb threats, fire and medical emergency. These concise flip charts, backed up by three-volume sets of (looseleaf) Resources and Addendum Binders, are installed at each C/E 24 hour desk and one "mobile" system is available for circulation.

Want to borrow the mobile system? Call either Mary D. Gibson or Jane Singleton in OD.

THE RESOURCE FILE

Need to know a good place to eat and be entertained? Fingertip information is available in the RA Resource Binders and Flipcharts located at the Cumberland and Centreville desks.

The file also includes forms, numbers to know, emergency and organization phone numbers and meeting places, travel and transportation, and is loaded with other tidbits of facts. This compact referral service is excellent for pinpointing information and is a snap to use.

APPENDIX 16

Referral guide lists area information

File system assists RAs in duties

by Jan Mohr

photo by Terri Denison

Marla Mantis (left) and Sherrie Thoman review the new student referral guide located in the Cambridge and Ellicott complexes.

Supplying an apparently long-overdue service for University students, a resident life employe has devised an information and referral service located in the Cambridge and Ellicott complexes.

"The first integrated information and referral service on campus" was developed by Sherrie Thoman, a graduate assistant, in response to dormitory resident assistants' (RAs') continuous complaints "that all they got were more and more manuals."

"I felt people didn't listen, much less read, so why not give the RAs and students something so compact they couldn't complain," Thoman said.

Containing information ranging from area club and restaurant menus to campus organization membership requirements, the system is expected to aid the RA's role as an information source for dormitory residents.

Gail Seekins, La Plata hall resident director, said the flip charts would not duplicate the RA's role as an information source.

"The RAs do their work by giving out information in a personable way. A poor RA would say 'Go look it up on the chart, I don't have time.'"

The file is a two-part project based on a library-type cataloguing system and uses a flip chart containing names and phone numbers under nine different categories, Thoman said.

If users require more than a phone number under any of the nine categories they can turn to comprehensive information sheets stored in three large binders.

For example, if students wanted to join a group dealing with their hobby or academic major, they would look under the "organization" section in the binder, Thoman said.

That section would provide a separate sheet on each campus organization, including information on each organization, its requirements and meeting times.

"A good RA would use the file as an extension of his or her personal knowledge about the resident's questions," Seekins said.

Most RAs said they thought the file was a good idea.

"There were many times I needed to call someone to help a resident, but didn't know where to turn," said Myla DeLoatch, a Cumberland hall RA. She said the file "is the best help so far in giving information to residents."

Cathy Wall, a former Cumberland RA and desk receptionist said such a file has been needed for many years.

"It may be more work for the receptionists who previously answered with an 'I don't know' and now must show the student how to use the file," she said.

According to Wall, desk receptionists often contacted 10 different offices trying to find help for a resident, a process that the resource file will eliminate.

Updating the file will be an ongoing task, said Thoman, adding blank information sheets will be available at each desk for file patrons.

"Students can add what they want to the file and we'll guarantee it will be included in the binders," she said.

An entertainment section also featured that provides ar restaurant menus, prices ar directions as well as facts on ba describing attire, atmospher liquor policy and cover charges.

The charts offer "ea accessability" and will b distributed to RAs and reside directors in the Cambridge an Ellicott area, said Thoman. I addition, binders and flip char will be chained to the lobby desk of Hagerstown, La Plata, Ellicott Cumberland and Centreville hal and in the organizationa development office i Cumberland.

Thoman said she hopes the fil will eventually become availab

APPENDIX 17

October 25, 1976
#3

Sorry, We Erred

TO: RA's
RD's
FTDR's
Asst. Community Director
Ted
Jerry
Colleen

FROM: Teri Weisberg, Resource Assistant

RE: Errors and Corrections in Resource File

Please correct the following errors.

1. Front of Money Card (Resident Life) and Back of Numbers to Know (Under Resident Life Numbers) - Central Office X2711 Correction: X4276
2. Money Card - Commuter Affairs, Dr. Hardwick Correction: Sylvia Stewart
3. Front first Folks to Know Card and Money Card - Area Council, Debby Dempsey X4350 and X4353 Correction: X4351
4. Second Entertainemnt Card on Front - Gallaghers Pub 686-9189 Correction: 686-9180
5. Money Card - Work Study X3406 Correction: X4592
6. Add to Counseling Card - Interpersonal Growth Groups, Danny Wasserman X2931, See Addendum under I
7. Add to Service and Travel Transportation Cards - Autoville Volkswagen Inc. 441-2070, See Addendum under A
8. Add to Money and Services Cards - Maryland National Bank 345-6161 See Addendum under M
9. Add To Money and Services Cards - Uni-Bank 779-1114, See Addendum under U
10. Add to Organization Card - Minority Pre-Professional Health Society X3061 See Addendum under M
11. Add to Entertainment Card under Restaurants - Tuscon Cantina 462-6410 See Addendum under T
12. Add to Services Card - Bananas Inc. 669-9191, See Addendum under B

FREQUENCY OF USE FORM FOR FLIP CHART/RESOURCE BINDER

F.C. = Flip Chart
B. = Resource Binder

EMERGENCY		ACADEMICS		COUNSELNG		ENTERTAIN.		FACILIT.		FOLKS-TO-KNOW		LIBRARIES		LOANING EQUIP.		MEDICAL ATTENT.	
F.C.	B.	F.C.	B.	F.C.	B.	F.C.	B.	F.C.	B.	F.C.	B.	F.C.	B.	F.C.	B.	F.C.	B.

MONEY		NUMBERS TO KNOW		ORGANIZA-TIONS		PUBLICA-TIONS		SERVICES		FORMS		TRAVEL/ TRANSPORT		WHAT TO DO		NAME
F.C.	B.	F.C.	B.	F.C.	B.	F.C.	B.	F.C.	B.	F.C.	B.	F.C.	B.	F.C.	B.	
																DORM

DESK _____

FREQUENCY OF USE FORM FOR
FLIP CHART/RESOURCE BINDER

EMERGENCY		ACADEMICS		COUNSELING		ENTERTAINMENT		FACILITIES		FOLKS-TO-KN	
F.C.	B.	F.C.	B.	F.C.	B.	F.C.	B.	F.C.	B.	F.C.	B

67

F.C. -- Flip Chart
B. -- Binder

...OW	LIBRARIES		LOANING EQUIPMENT		MEDICAL ATTENTION	
	F.C.	B.	F.C.	B.	F.C.	B.

MONEY		NUMBERS TO KNOW		ORGANIZATIONS		PUBLICATIONS		SERVICES		FORMS	
F.C.	B.	F.C.	B.	F.C.	B.	F.C.	B.	F.C.	B.	F.C.	B.

69

TRAVEL/TRANSPORTATION		WHAT TO DO	
F.C.	B.	F.C.	B.

APPENDIX 20

_____, 1976

TO: RD's
GRD's

FROM: Teri Weisberg

RE: Collection of Frequency-Use Cards

It is near the end of the month and time for collection of the frequency-use sheets for _____. The same procedure will be followed as last month.

1. At your weekly R.A meeting, distribute the new frequency-use cards and remind your R.A.s to bring their cards for the previous month to the next meeting.

2. The following week, collect the frequency-use cards from your R.A.s and return them to me as soon as possible.

Thank you for your cooperation.

FLIP CHART/BINDER MONTHLY USAGE SUMMARY

APPENDIX 21

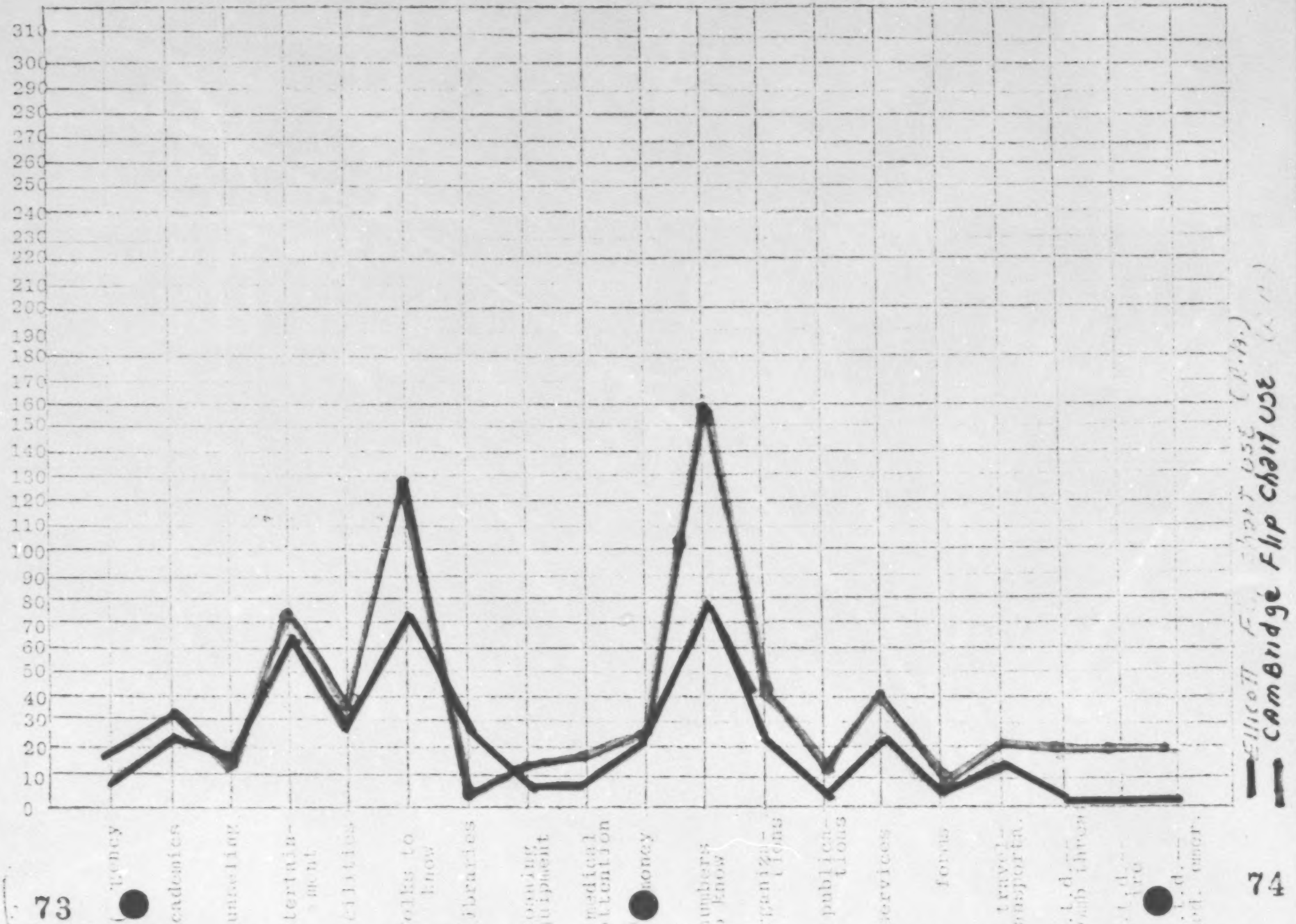
MONTH _____ LOCATION _____

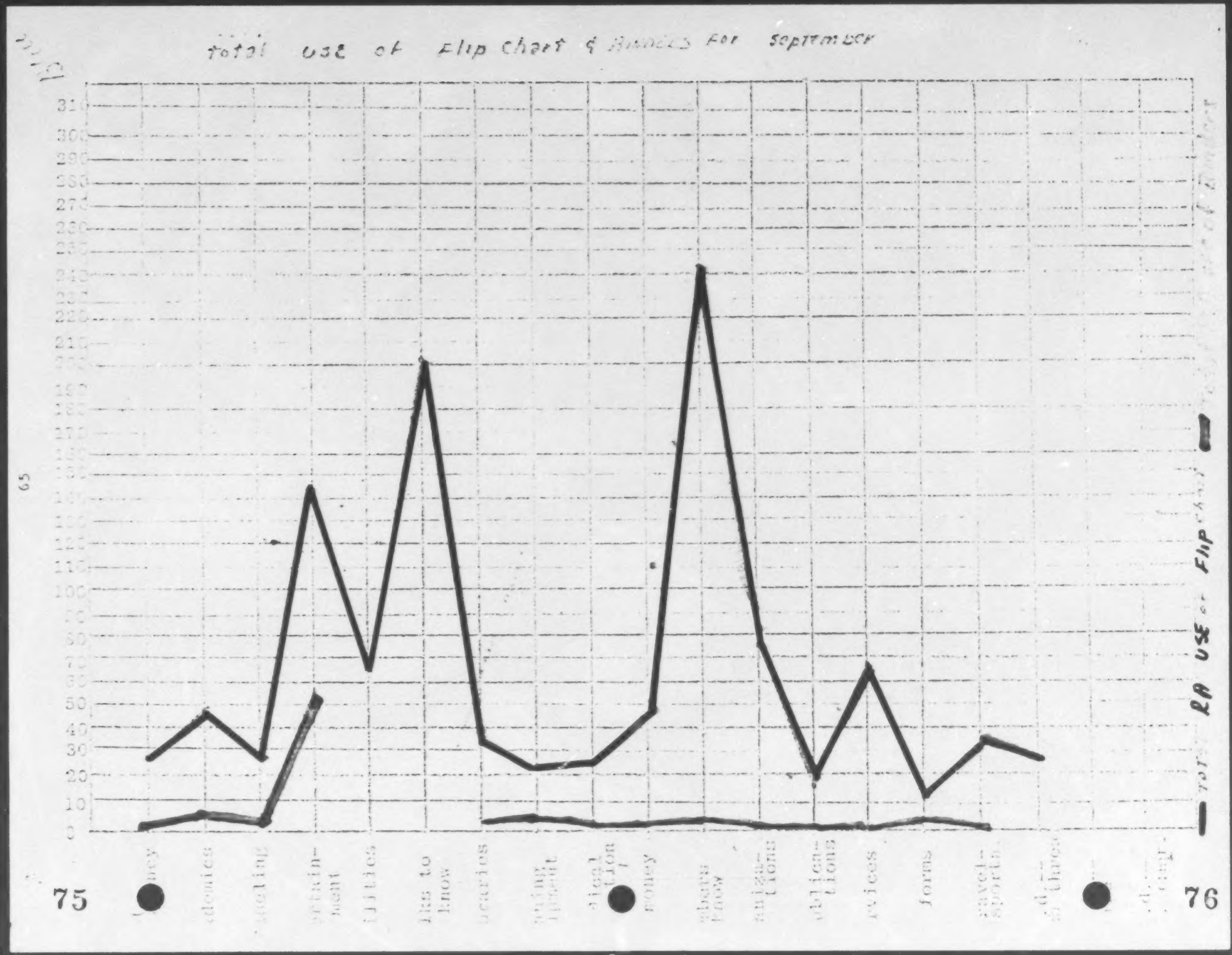
EGORY	USAGE									
	DESKS		RAs		RDs		OTHERS (please specify)		CATEGORY TOTA	
	Flip Chart	Binder	Flip Chart	Binder	Flip Chart	Binder	Flip Chart	Binder	Flip Chart	Binder
rgency										
demics										
nseling										
ertainment										
ilities										
ks to Know										
raries										
ning Equipment										
lical Attention										
bers to Know										
anizations										
lications										
vices										
ms										
vel-Transport-on										
t to do-Bomb eat										
t to do-Fire										
t to do-lical Emergency										
TOTALS										

FLIP CHART OVERALL TOTAL: _____

BINDER OVERALL TOTAL: _____

R.A. COMPARISON USE OF Flip Chart (cam/ell.) _ september




total use of Flip Chart & Binders for September
310
300
290
280
270
260
250
240
230
220
210
200
190
180
170
160
150
140
130
120
110
100
90
80
70
60
50
40
30
20
10
0
65
75
76
TOT. USE OF FLIP CHART
TOT. USE OF BINDERS
ies
ies
ies
forms

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ADDENDUM

(Attachment A)

"TRAINING SESSION PLANNER"

TITLE OF TRAINING SESSION: Use of the Resource File (New RA Resources Inservice Quiz)

LENGTH OF TIME ENTIRE SESSION WILL TAKE: 1 1/2 Hours

BEHAVIORAL OBJECTIVES: The RA will be familarized with the Flip Chart/Resource Binders. The RA will be able to locate a given service via the Flip Chart within five minutes, and transmit the information to another person.

SUMMARY OF THE PRESENTATION:

1. Hand out Flip Charts to new RAs.
2. Do introduction to system. Has anyone used it? Talk about how the system evolved.
3. Go over categories on the Flip Chart. Look at the cards. Check out categories in the binder.
4. Do updating with "Sorry We Erred" sheets.
5. Administer quiz.

METHODS OF EVALUATION: Ask people to comment on best and worst aspects of the workshop on a 3x5 card.

LOCATION: 225 La Plata Hall

MATERIALS NEEDED: Flip Charts for all. One Flip Chart/Resource Binder system. "Sorry We Erred" sheets(8). 3x5 cards, 8 pencils.

In order to properly implement the Cambridge/Ellicott Flip Chart/Binder Instrument certain staff responsibilities must be assumed.

In order to maintain this project as an ongoing system, the Administrative Assistant for Staff/Community Development, the Resource Assistant, Cambridge/Ellicott, the Cambridge Resource Assistant, one full-time Desk Receptionist, the Cambridge/Ellicott Secretary and the Graduate Assistant for Orientation need to be utilized from January 1977 to August 1977.

The Assistant Community Directors for Cambridge and Ellicott Areas will also be utilized from August, 1977. They will assume many of the job responsibilities that seem appropriate.

I & R PROJECT - CAMBRIDGE/ELLICOTT

JANUARY-AUGUST JOB RESPONSIBILITIES

Administrative Assistant for Staff/Community Development

January-August

1. To plan and conduct training programs for RAs, DRs, and RDs to facilitate the use of the Resource System.
2. Provide direct support to the project.
3. Attend Resource File meetings when appropriate.
4. To coordinate and organize training programs, updating procedures, evaluation measures relative to the Resource System.
5. To meet with the Assistant Director of Resident Life, Cambridge/Ellicott for purposes of information sharing, supervision and direction.
6. To directly supervise the Assistant for Resource Development.
7. Serve as a Resource link between the Office of Resident Life and other campus departments and organizations.
8. Be responsible for overall maintenance and operation of the Flip Chart/ Binders.

ASSISTANT FOR RESOURCE DEVELOPMENT (20 hour/week student job)
Resource Assistant

1. Type papers and memos pertaining to the Resource System, when indicated.

2. Meet with the desk supervisors and full-time desk receptionist periodically, in order to insure smooth operation of the project.

3. Attend DR and RA meetings regularly in order to discuss new ideas or plans and to relay information about the project.

4. Meet with student groups, in order to gain their ideas and suggestions.

5. Work with the full-time DRs and Desk Supervisors to make certain posters are designed and displayed in the lobbies to publicize the Resource System.

6. Report to the Administrative Assistant for student development for guidance and support.

7. Mimeograph, xerox, and collate new material relative to the Resource System and distribute it to the Resource Centers.

8. Design and distribute memos to RAs, DRs, RDs, etc., about the file.

9. Frequently visit the desks, the Cambridge Community Center and the Organization Development Office to observe their operations; hand out new material; and check to see if things are running efficiently and effectively.

10. Call local theatres, campus departments, organizations, services, etc., to make certain the ORL Resource Center is on their mailing list and that appropriate monthly publications, pamphlets and flyers are being sent out.

11. Call organizations, services, etc., that students have suggested be included in the Resource File. Gather data; fill out the questionnaires; type, xerox and distribute the questionnaires plus accompanying material to the Resource Centers.

12. Be responsible for collecting information, designing and distributing the bi-monthly "Sorry We Erred" sheet.

13. Be responsible for distribution, collection and tabulation of data of use of the Resource System from RAs, RDs, and the Resource Centers.

14. Graph results of frequency of use of file on appropriate charts for monthly comparisons and review.

Flip Chart Assistant/Cambridge Area. 10 hours/week

January-May 13

1. Type papers, memos pertaining to the Resource System, when indicated.
2. Meet with the desk supervisors periodically in order to insure smooth operation of the project.
3. Attend DR, RA meetings regularly in order to discuss new ideas or plans and relay information about the project.
4. Report to the Community Center Director and Assistant Community Center Director for guidance and support.
5. Distribute new materials to the Resource Centers.
6. Frequently visit the desks in the Cambridge Area and the Community Center to observe their operations, and hand out new material and check to see if things are running smoothly.
7. Be responsible for collecting information for the bi-monthly "Sorry We Erred" sheet.
8. Distribute memos to the RAs concerning the Resource File.
9. Bi-monthly, distribute the updating "Sorry We Erred" sheet, and encourage RAs to make changes on their file.
10. Be responsible for the distribution and collection of the frequency-use cards from RAs each month for tabulation purposes.
11. Encourage creative publicity ideas.
12. Attend meetings relevant to the Resource file.
13. Be responsible for overall maintenance of the Resource File in the Community Center.
14. Make sure Community Center Resource Questionnaires are available near the file for student/staff input.
15. Be responsible for taping the Community Center frequency-use chart on the Flip Chart each month, and collecting it each month.
16. Make all corrections on the Community Center Flip Chart/Binders from the "Sorry We Erred" sheet and make sure corrections are made on the desk files.
17. Be responsible for working with the Resource Assistant and meeting with him/her, if necessary, to discuss ideas and suggestions for the system.

Full-Time Desk Receptionist

June 1 - June 31

1. Be responsible for overall layout, proofing, collating and design of the 1977 updated RA Flip Chart.

2. Be responsible for typing Flip Chart cards, running them off, and total reorganization of the Flip Chart.

3. Be responsible for the total development of one Binder System for the Cambridge Area, Ellicott Area and the OD office (including xeroxing, collating, and distribution of the file).

4. Supervision of any office staff or part-time student support for use in development of the file.

Secretary-Cambridge/Ellicott Area

1. Responsible for cover card for Flip Chart (design, mimeographing).

2. Responsible for use of rub-on letters on all the category cards on the Flip Chart.

3. Be responsible for mimeographing the Flip Chart cards.

GRADUATE ASSISTANT FOR ORIENTATION

1. To work on the Resource System supervised by Joyce Derby, Administrative Assistant for Staff/Community Development.

2. Report to the Administrative Assistant for Staff/Community Development for guidance and support.

I & E PROJECT CAMBRIDGE/ELLICOTT JOB

RESPONSIBILITIES - AUGUST 1977

Assistant Community Director - Cambridge Area/Ellicott Area

1. To plan and conduct training programs for RAs, DRs, and RDs to facilitate the use of the Resource System.
2. Provide direct support to the project.
3. Attend all meetings relevant to the Resource File.
4. To coordinate and organize training programs, updating procedures, evaluation measures relative to the Resource System.
5. To meet with the Administrative Assistant for Staff/Community Development for purposes of information sharing, supervision and direction.
6. To directly supervise office clerical staff and Desk Receptionists in relation to job responsibilities for the Resource File.
7. Be responsible for overall maintenance and operation of the Flip Chart/Binders.
8. Type papers and memos pertaining to the Resource System, when indicated.
9. Meet with the desk supervisors and full-time desk receptionist periodically, in order to insure smooth operation of the project.
10. Attend DR and RA meetings regularly in order to discuss new ideas or plans and to relay information about the project.
11. Meet with student groups, in order to gain their ideas and suggestions.
12. Work with the full-time DRs and desk supervisors to make certain posters are designed and displayed in the lobbies to publicize the Resource System.
13. Mimeograph, xerox, and collate new material relative to the Resource System and distribute it to the Resource Centers.
14. Design and distribute memos to RAs, DRs, RDs, etc. about the file.
15. Frequently visit the desks, the Cambridge Community Center and the Organization Development Office to observe their operations; handout new material; and check to see if things are running efficiently and effectively.

16. Call local theatres, campus departments, organizations, services, etc., to make certain the ORL Resource Center is on their mailing list and that appropriate monthly publications, pamphlets and flyers are being sent out.

17. Call organizations, services, etc., that students have suggested be included in the Resource File. Gather data fill out the questionnaires; type, xerox and distribute the questionnaires plus accompanying material to the Resource Centers.

18. Be responsible for collecting information, designing and distributing the bi-monthly "Sorry We Erred" sheet.

19. Be responsible for distribution, collection, and tabualtion of data on use of the Resource System from RAs, RDs, and the Resource Centers.

20. Graph results of frequency of use of file on appropriate charts for monthly comparisons and review.

21. Attend meetings relevant to the Resource file.

22. Be responsible for overall maintenance of the Resource File in the Community Center

23. Make sure Resource Questionnaires are available near the file for student/staff input.

24. Encourage creative publicity ideas.

25. Make all corrections on the Flip Chart/Binders from the "Sorry We Erred" sheet and make sure corrections are made on the desk files.

26. Be responsible for overall layout, proofing, collatting, and design of the spring updated RA Flip Chart.

27. Be responsible for the typing of Flip Chart cards, running off and total reorganization of the Flip Chart.

28. Be responsible for the total development of one Binder System for the Cambridge Area, Ellicott Area and the OD Office (including xeroxing, collatting and distribution of the file).

29. Supervision of any office staff or part-time student support for use in development of the file.

30. Be responsible for delegating responsibilities for the cover card for the Flip Chart (design, mimeographing) and also mimeographing the Flip Chart cards for spring updating.